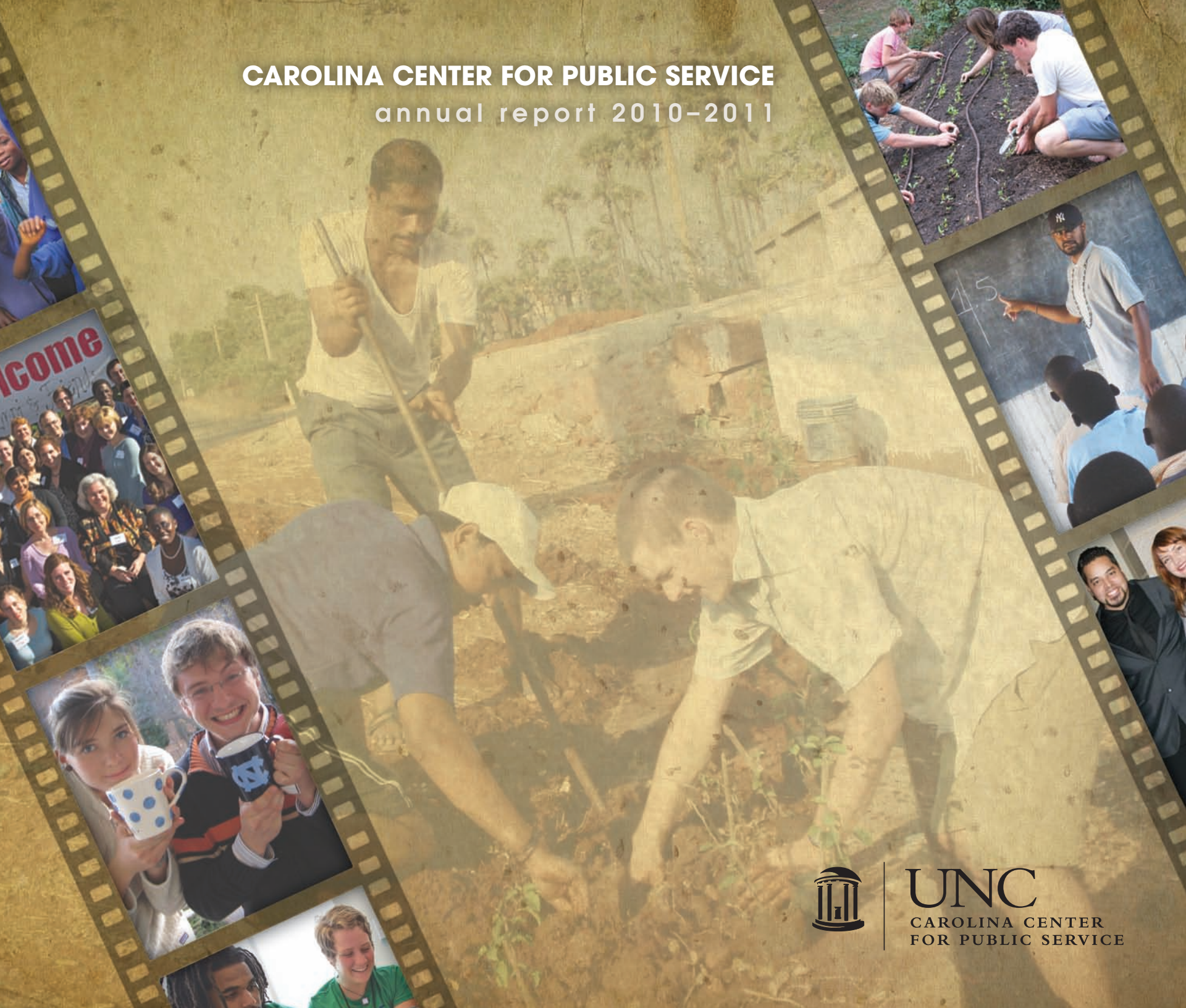


CAROLINA CENTER FOR PUBLIC SERVICE
annual report 2010-2011



UNC
CAROLINA CENTER
FOR PUBLIC SERVICE



- 3 Welcome
- 4 APPLES Service-Learning program
- 6 Alternative Breaks
- 8 Fellowships
- 10 Service-Learning Courses
- 12 Service-Learning Initiative
- 14 Service-Learning Internships
- 16 SMART Mentoring & Philanthropy courses
- 18 Buckley Public Service Scholars program
- 20 Outward Bound Scholarships
- 22 Faculty Engaged Scholars program
- 24 Public Service Awards
- 26 Campus Dialogue on Engagement
- 27 GO! Global Orientation
- 29 Staff & Board Members
- 30 Year in Review

MISSION

The Carolina Center
for Public Service
strengthens the
University's public
service commitment
by promoting
scholarship and
service that are
responsive to the
concerns of the state
and contribute to
the common good.

Welcome from the Director

As the Carolina Center for Public Service began a new academic year this past August, we also looked back on the previous 12 months – months full of programming to support public service and engagement at Carolina. At the same time, we recognized that while looking ahead, it was also important to reflect on the past year for what we accomplished and learned. For those of you familiar with the basic concepts of service-learning, you know that reflection is key to the process, and as an organization, we embrace reflection as essential to our learning as well. One outcome of our 2010-2011 academic year review was the realization that we wanted to share an overview of our efforts with others.

Not surprisingly, our biggest challenge in such a report is capturing the breadth and depth of a year characterized by impressive accomplishments in the midst of continued reorganization and economic challenges. We decided that summarizing our major programmatic activities and spotlighting some individuals was the best way to convey what we experienced. We hope you will agree.

This report is focused on our programs, as it should be. However, we want to share several organizational aspects of our year as well. Credit goes to an outstanding staff for all that goes on at the Carolina Center for Public Service. Last year we said good-bye to several longtime staff members whose work helped build a strong foundation for what was to come. Our first student services specialist and first communications and marketing staff members joined the team, and several positions

were restructured. Despite continued economic challenges, the commitment and enthusiasm of a dedicated staff are at the heart of all we do.

Two other groups are essential to our work. Thanks to the many community partners who contribute to our efforts by providing placements and mentoring to students, serve as research colleagues to faculty, and who advise and support our organization. And without the generosity of our donors, this work could not happen. We are grateful to the friends, alumni, parents and others who support what we do.

At the same time we share the past academic year with you, we are well into the current year, and are in the midst of exciting new ways of planning and carrying out our mission. In particular, the campus is in the first months of implementation of the new 2011 Academic Plan: Reach Carolina, which will guide our efforts over the next decade. We are proud that the Carolina Center for Public Service plays a key role in aspects of this plan. Through our mission, we will continue to help lead campus efforts around engaged service and scholarship, with new and expanded ways of supporting faculty and students in meeting needs throughout North Carolina, the nation and around the globe.

Lynn W. Blanchard

Lynn W. Blanchard, M.P.H., Ph.D.
Director

APPLES SERVICE-LEARNING PROGRAM



Since its inception in 1990, the APPLES Service-Learning program has supported 16,946 program participants and today, 35.6 percent of UNC undergraduate students participate in APPLES programs.

The APPLES Service-Learning program is a student-led, staff-supported effort that builds sustainable, service-learning partnerships among students, faculty and communities in North Carolina and beyond. By engaging all partners in an enriched, experiential, community-based curriculum, APPLES fosters socially aware and civically involved students.

Through all of its initiatives, APPLES integrates service-learning, an educational approach where students learn academic content by engaging in organized service and incorporate reflection on what they have learned. Activities take place in communities and focus on meeting the needs of those communities.

1990-PRESENT

Program Participants	2,645
Community Partners	227
Volunteer Hours	86,926
Total Value of Hours	\$1,856,739*

*According to Independent Sector, the estimated dollar value for volunteer time in 2010 was \$21.36 per hour.

Programs

- Alternative Breaks
- Community-Based Research and Social Entrepreneur Fellowships
- Service-Learning Courses
- Service-Learning Initiative
- Service-Learning Internships
- SMART Mentoring

Organizational Beliefs and Values

- Sustained commitment to public service integrated in academic curricula
- Collaborative student-led program with University support
- Program development driven by community issues
- Partnership with University and community
- Relevant intersection of issues in local and global communities

We were assigned two public relations interns and couldn't have been more impressed with their dedication, enthusiasm and willingness to complete their tasks. They created public service announcements, press releases and assisted with the planning of Family House's first service of remembrance. They also wrote articles for our newsletter and contributed to our online newsletter by interviewing one of our house guests for a spotlight. It was a win-win for all.

—Yvonne Knutson,
Director of Marketing and Communications,
SECU Family House

SPOTLIGHT

20th ANNIVERSARY



Looking Back on the past 20 years at UNC, the APPLES Service-Learning program has a lot to celebrate. It all began in 1990 when undergraduate Tony Deifell '91 and a group of friends gathered to found a.p.p.l.e.s. (Allowing People to Plan Learning Experiences in Service) using a \$5,000 grant from C.O.O.L. (Campus Opportunity Outreach League), a national organization supporting student voices, engagement and action in the community. One year later, APPLES was up and running with six service-learning courses available to undergraduate students. Now referred to as APPLES Service-Learning, this program was one of the first student-led, service-learning programs of its kind.

In 1993, facing an increasing challenge to remain sustainable, APPLES held a campus forum to address its survival. Discussions led to a referendum to secure

student fees to fund program expansions, and two years later APPLES welcomed its first permanent staff member. That same year (1995), with its courses flourishing, APPLES introduced the Social Entrepreneur Fellowships, and the advisory board voted to earmark funds for the summer Service-Learning Internship program.

Continuing the momentum of its programmatic growth, APPLES offered its first alternative spring break in 1996, taking six students to Macon County, Ga. and selected the first faculty recipients of the Ueltschi Service-Learning Course Development Grants.

Building on the success of its first decade, APPLES continued to expand its Alternative Break program by launching alternative fall break in 2001, providing an exciting opportunity for more students to participate.

The next several years saw growth

in many areas. Student leadership increased with the number of organizers doubling to 60; the Service-Learning Initiative was created in 2003; and in 2005 Global Service-Learning sent its first students to Guadalajara, Mexico. By 2006, the number of service-learning courses had risen to 65 annually. Then in 2007, community-based research summer fellowships began, and in 2008 the Alternative Break program expanded to engage students in service-learning during winter break.

In July 2009, APPLES officially became a program of the Carolina Center for Public Service, bringing together two organizations with rich histories rooted in service-learning and community engagement to become more integrated in addressing Carolina's public service mission.

With all that APPLES was doing across campus and within its partner communities, the growth and impact did not stop. In 2010, with the help of an \$80,100 grant from the State Farm Youth Advisory Board, APPLES implemented SMART Mentoring, providing mentors for children who are at risk from low-income communities in Orange County.

In October 2010, APPLES hosted an Alumni Reunion in celebration of its 20th Anniversary with more than 100 friends and alumni in attendance. With more than 20 years of impacting communities locally and globally, APPLES has embraced Carolina's tradition of service and made a mark all its own.



ALTERNATIVE BREAKS

Since the launch of APPLES Alternative Breaks in 1999, more than 950 students have participated in addressing a variety of social issues in communities.

APPLES Alternative Breaks are an engaging way for students to learn about pressing social concerns and work with community partners to address those issues through service. Offered during the University break periods, alternative breaks provide an avenue for undergraduate students to perform service activities across North Carolina, the Southeast and the Mid-Atlantic. Student organizers collaborate with community partners who have identified a need. Sustainable partnerships are key to successful alternative breaks and result in students returning to many of the same communities and working with the same organizations each year. With these nonprofit partners, students explore different social issues and carry out worthwhile community service through a variety of activities including direct service and advocacy. Throughout their time together, students reflect on their experiences to explore deeper issues relating to the communities they are serving.

ALTERNATIVE BREAK TOPICS:

Alternative Fall Break

- **Environment**
Manteo, Kitty Hawk and Kill Devil Hills, North Carolina
- **Homelessness** (in collaboration with HOPE from the Campus Y)
Baltimore, Maryland
- **Migrant farmworkers**
Durham, Dunn, Dudley and Raleigh, North Carolina
- **Native communities**
Pembroke, North Carolina
- **Urban poverty**
Washington, D.C.

Alternative Winter Break

- **Migrant farmworkers**
(in collaboration with Alianza)
Winter Park, Florida
- **Native communities**
Pembroke, North Carolina

Alternative Spring Break

- **Civil rights**
New York
- **Disaster relief**
New Orleans
- **Migrant farmworkers**
Newton Grove, North Carolina
- **Native communities**
Pembroke, North Carolina
- **Urban poverty**
Atlanta, Georgia

Applicants	235
Participants	120
Community Partners	69
Break Experiences	12
Leaders	24
Volunteer Hours	5,670



SPOTLIGHT



Alternative break brings focus for service efforts

For some of us, when we think of different cultures, we think of distant places across the ocean. Others think of faraway states. But very few of us think of locations only an hour and a half away.

A 90-minute drive was all it took for two APPLES student leaders to experience a culture completely different from their own. For one week, Will Thomason '12 and Rana Alkhaldi '11 led a group of eight Carolina undergraduates on an APPLES alternative spring break, immersing themselves in one eastern North Carolina Latino community to learn about issues members of the community face on a daily basis. For Thomason

and Alkhaldi, the experience was enlightening.

"Just an hour and a half away, in our own backyard, there's extreme poverty and injustice," said Thomason. Alkhaldi added, "My eyes were definitely opened when I saw the very different living conditions and treatment within my home state of North Carolina"

Building on 15 years of developing and sustaining long-term community partnerships



through APPLES Alternative Breaks, Thomason and Alkhaldi's group continued the relationship of working with the Episcopal Farmworker Ministry in Newton Grove, N.C. Thomason and Alkhaldi were able to help define what the break experience would be and led a weekly class that prepared the students for their participation.

During their week in Newton Grove, students learned about the local Latino community and explored a broad range of issues - from health, education and immigration to media representation, identity and more. Both Thomason and Alkhaldi were exposed to a sub-standard quality of life for farmworkers. "We saw the dilapidated housing facilities in which the migrant farmworkers lived, worked with organizations that advocated for their rights, and went to a local high school where some of the farmworkers' children attended class," said Alkhaldi.

Both students felt they grew tremendously as individuals. Alkhaldi reflected, "Will and I were immersed into our leadership roles more than we ever thought possible, and

“

Just an hour and a half away, in our own backyard, there's extreme poverty and injustice

~ Will Thomason '12

”

as a result, we found ourselves developing close, lasting bonds with each other and with the members of our group. To us, that was - and is - a beautiful and invaluable product of our alternative break experience." Thomason continued, "There's a division between being a leader and a 'do-er,' and also between the intangibles and the tangibles. You use all of those elements to learn concrete information, as well as learn about yourself and how cultures interact."



The group returned from the break experience wanting to continue their work, so many began working with the Chapel Hill Latino community. Some helped in hospitals working with Spanish-speaking patients, while others served in the majority-Latino, Abbey Court community. "It has been great to keep up the connections we made in Newton Grove, while expanding our reach to the Triangle as well," Thomason said.

"There was an equality we felt as we served alongside the community members," Thomason recalled. "The goal was simply to work together for the greater good of everybody, and that is what this alternative break helped us accomplish."

FELLOWSHIPS

This year
29 fellows
represented 14
percent of campus
departments.



The Carolina Center for Public Service and the APPLES Service-Learning program offer a variety of **fellowships** for undergraduate and graduate students. These fellowships provide opportunities for students to further their involvement and community engagement. Some fellowships support students in working with community partners and faculty while others provide funding to implement innovative service projects to address demonstrated needs in local and global communities. APPLES fellowships are supported with undergraduate student fees and CCPS fellowships are supported with donor contributions.

Community-Based Research SURF Fellowships

In collaboration with the Office for Undergraduate Research, APPLES supported seven fellows as they developed community-based research projects. Some fellows traveled as far as Brazil and China, while others conducted local research in the Chapel Hill area.

Robert E. Bryan Public Service Fellowships

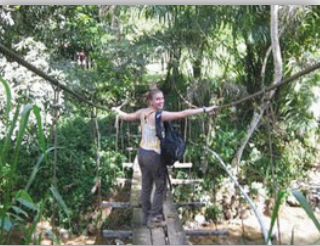
The Bryan fellowship is designed to support North Carolina projects proposed by either graduate or undergraduate students. Among the three funded projects was a sun-safety campaign partnering with the local Inter-Faith Council Community House and the UNC Women's Field Hockey team.

Social Entrepreneur Fellowships

These project-based APPLES fellowships supported five innovative, year-long projects. They ranged from a musical outreach program in local schools to a microfinance initiative in rural Uganda.

UNC Entrepreneurial Public Service (EPS) Fellowships

Three EPS fellows created projects across the globe. These graduate and undergraduate projects addressed the Kenyan adoption process, latrine sanitation in Peru and malaria detection in Thailand.



Fellows

Community-Based Research SURF Fellows

- Morgan Abbott '12
Public Policy, Religious Studies
- Noah Crosson '11
Latin American Studies
- Silvan Goddin '14
Economics
- Meghan Howard '12
Psychology
- Leah Nelson '12
Studio Art
- Kumara Raja Sundar '12
Biology
- Chenxi Yu '14
Economics, Mathematical Decision Sciences

Robert E. Bryan Public Service Fellows

- Anna Child '12
Health Behavior and Health Education
- Leah Gordon '12
Health Behavior and Health Education
- Meghan Lyons '13
Journalism and Mass Communication

2010 Social Entrepreneur Fellows

- Lauren Brown '11
Biology
- Bethany Corbin '11
International Studies
- Josh King '12
Psychology
- Diana Lee '12
English
- Jordan Meer '13
Business
- Seth Vijayakumar '11
Business

2011 Social Entrepreneur Fellows

- Chloe Adcock '13
Economics
- Katie Brown '13
Journalism and Mass Communication, Romance Languages
- Allison Howard '11
Economics, Global History
- Laura Kirchhofer '12
International Studies



SPOTLIGHT

Fellowship enables grad student to address community need

Engaged research can be an inspiring experience for graduate students, and the Robert E. Bryan Public Service Fellowship offers the opportunity for that work to become a reality for graduate students.

2010 Bryan Fellow Leah Gordon, a second-year master's student in the department of Health Behavior and Health Education, implemented a summer service project that



helped contribute to the future of one community organization. At the same time, the project also gave Gordon the data she needed to further her qualitative research.

Interested in studying Latino health, specifically health disparities, Gordon wanted

to know what kind of health problems Latino farmworkers experience. "I have done work in Latin America with urban Latino populations, but Latinos who migrate temporarily to work face a different set of health issues while in the U.S.," she explained.

Gordon collaborated with the North Carolina Farmworker Health Program and focused on Latino workers in seafood processing plants in Elizabeth City and Aurora, N.C. She conducted qualitative interviews to better understand this Latino community, their health issues while working in the United States and their barriers to accessing care. "I showed up at workers' housing complexes fully expecting no one to want to talk to me. I was surprised by how open and welcoming they were," she said.

On the surface, Gordon saw that these workers lived in better conditions than agricultural workers; however, they found that transportation was an issue for them. Regarding health, Gordon's analysis discovered that workers suffered from reproductive issues and sexually transmitted diseases, and they had trouble finding treatment for their health problems.

Moreover, many workers suffered from chronic conditions, such as diabetes, and had difficulty managing their illnesses. In emergency situations, the workers faced few options. The many barriers to access, including transportation, language differences, money and

Health Care we are planning on interviewing existing clinics in the area, looking at the translation, transportation and payment options in order to assess how accessible they are to migrant workers," said Gordon. At Carolina, her research is



time made seeking treatment difficult. "Workers are here in the U.S. to make money to send back to their families in Mexico. When getting medical care is a difficult, time-intensive process, [the result is] they will often [not] seek care so that they don't lose wages," Gordon explained.

With her research now done, Gordon provided recommendations to the North Carolina Farmworker Health Program on how best to work with seafood processing workers. "Together with Greene County

being used for a manuscript in her advanced qualitative analysis class to address social networks and community support.

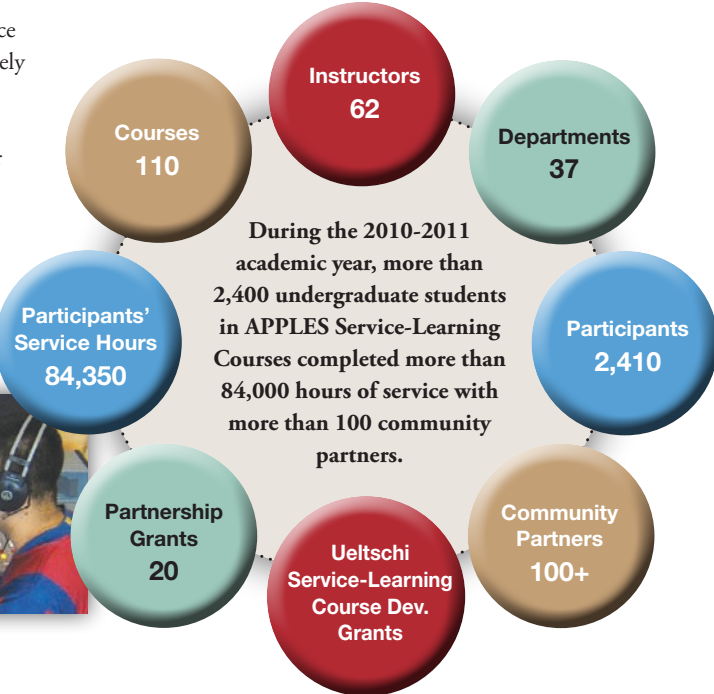
What Gordon hopes will emerge from her time as a fellow is more engaged research that impacts the way this Latino community navigates its way to better access to care and improved health.

SERVICE-LEARNING COURSES

I highly recommend students take a service-learning course as early as they can once they arrive at UNC. Taking this kind of class is more rewarding and provides a richer, fuller academic experience. Your awareness of community needs and issues is enhanced which will lead you to take more service-learning courses and explore your ability to impact the community throughout your college experience.

-Megan Ratcliffe '11

APPLES Service-Learning Courses integrate community-based service into a curriculum with the goal of enhancing student learning by actively applying academic content in serving with the community. Taking abstract theories learned in the classroom, students spend a minimum of 30 hours putting these concepts into practice at community partner sites. APPLES is currently affiliated with more than 100 Triangle-area community partners where students provide a wide array of services. Course topics deal with a myriad of issues affecting North Carolina including education, hunger and economic development.



Ueltschi Service-Learning Course Development Grants

Each year, APPLES awards Ueltschi Service-Learning Course Development Grants for faculty and graduate instructors to implement meaningful service-learning into their curriculum. These grants have been supported for the past 12 years by generous contributions from Jim Ueltschi '71, his wife, Jean Ueltschi '70, and the Office of the Provost. The 2011 Ueltschi Service-Learning Course Development Grants recipients were:

- Alice Ammerman, Nutrition
- Geoff Bell, Environmental Sciences
- Molly Creel, Public Administration
- Brian Hogan, Chemistry
- Scott Kirsch, Geography
- Kari Kozlowski, Sociology
- Jennifer Miller, Public Policy
- Tessa Nicholas, Computer Science

SPOTLIGHT



Service-Learning Course provides experience beyond the classroom

For anyone who has ever visited the Carolina Campus Community Garden (CCCG), it is easy to see the garden's connection to the community. Providing fresh fruits and vegetables to Carolina employees in need, CCCG is an ideal partner for a service-learning course. And for one student, the garden was not only an outlet for an APPLES service-learning course; it was also an opportunity for tremendous personal growth.



Megan Ratcliffe '11, a Communication Studies major and musician, had been involved with APPLES throughout her senior year at Carolina and wanted to cap off

her experience with a service-learning course. She registered for Communicating Nonprofits, a course taught by Sarah Dempsey, assistant professor of Communication Studies, which is structured around nonprofit communication strategies and how they engage their stakeholders. The course work was put into action through an engaged service project with the CCCG.

"When I learned of the semester-long service project, I felt excited, yet a little nervous," explained Ratcliffe. "I had some

The team project was an intensive study of how CCCG represented itself, how it attracted and sustained volunteers, and ultimately, how it fulfilled its mission. "Arriving at the garden for the first time was inspiring," Ratcliffe said. "More than anything, the garden was simultaneously peaceful and bustling, which fostered a unique sense of community."

Ratcliffe and her classmates also interviewed several stakeholders, including Chancellor Holden Thorp, recipients of the garden's distribution and members of the Chapel Hill community. They created videos, brochures and orientation packets. Ratcliffe also applied her own musical skills, providing original music for the project. "These communications tools were created to drive involvement, inform the uninformed and show that the garden fulfills an identified need," she added.



"I learned that engagement is a fluid process. One that encourages group work in such a way that it actually 'saved' group work for me," Ratcliffe explained. "It was the best team academic experience I've had, bar none."

Ultimately, the course had deeper personal meaning for Ratcliffe. "It helped me take ownership of my academic work," she said. "I wasn't just doing it for a grade. I also gained tangible skills." In addition, the opportunity to do direct service was a unique aspect of the course for her. "The chance to get my hands dirty

in the garden really brought the whole course together for me. Learning from garden manager Claire Lorch and experiencing the smells, sounds and culture of the garden made my deliverables stronger."

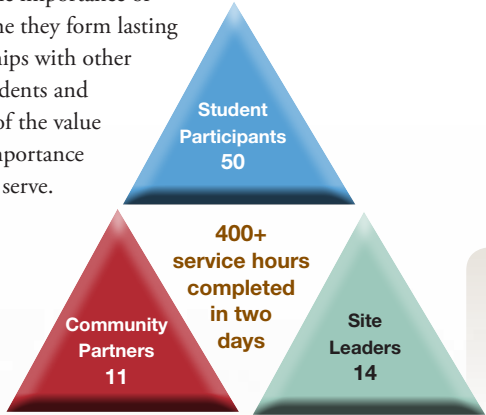
For Ratcliffe, the community connection is a treasured takeaway from her experience. "Taking a service-learning course is much more rewarding than a traditional class," she said. "Each and every student exuded an attitude of engagement that enhanced the entire semester. We came out with a renewed sense of the community we live in.

"I think all students should take a service-learning course. The experience is invaluable."

SERVICE-LEARNING INITIATIVE

Since its inception in 2003, SLI has engaged 532 undergraduate students with dozens of community partners throughout Orange and Durham counties.

APPLES Service-Learning Initiative (SLI) provides a unique opportunity for incoming first-year Carolina students to immerse themselves in service with local organizations. Over a three-day period prior to fall classes, students are introduced to an array of service opportunities in the Chapel Hill, Carrboro and Orange County area. Participants learn the importance of reflection at the same time they form lasting connections and friendships with other passionately involved students and increase their awareness of the value of addressing issues of importance to the communities they serve.



“
Through SLI, I learned that leaving a Heel print is more than just giving back to the community. Leaving a Heel print also entails a component of selflessness, integrity and the establishment of sustainable relationships with those we serve.
”

-David Warner '14

SLI participants, many of whom identified education as an issue of interest, and site leaders spent their final day at Central Elementary School in Hillsborough, N.C. While at Central, participants responded to a community need by helping prepare the school for students returning the following week. Service efforts included clearing paths, preparing classrooms and bulletin boards, and sprucing up landscaping.



SPOTLIGHT



Service-Learning Initiative extended a passion for public service

The first few days of being a college student can be intimidating with unprecedented freedom, new acquaintances and increased responsibilities. Add to that a student's desire to connect to their new community and the result can be an overwhelming adjustment.

To help ease first-year students into the Chapel Hill community, APPLES offers Service-Learning Initiative (SLI), and for David Warner '14, it helped him not only acclimate to UNC, but also explore a new community.

Through SLI, participants spend three days with local nonprofits prior to the start of the fall semester. During this time, they

get to know others who care about similar issues while also sharing their time with the local community. "If I hadn't been a part of SLI, I'm not sure I would have met as many people as quickly as I did," said Warner. "The start of college life might have been more intimidating. SLI made the campus seem a little smaller."

Since public service was an important aspect of Warner's life prior to coming to Carolina, he was especially pleased to find a way to engage in his new community. Through SLI, Warner worked with Club Nova, an organization that provides

a holistic environment for Orange County citizens living with mental illness. There, he worked in Club Nova's thrift shop, which helps pay for their operating expenses. He also offered his time to paint and decorate the ArtsCenter in Carrboro, and assisted at a local elementary school. "Although we only worked for a few hours with Club Nova and the ArtsCenter, we were able to accomplish tasks

that otherwise may not have been done," said Warner.

Warner, an out-of-state biology major from Red Lion, Pa., appreciated Carolina's public service commitment. Before coming to Carolina, he volunteered weekly with the local hospital in his hometown and frequently engaged in community service activities through his church. So Warner knew first-hand the benefits of service. "Prior to coming to UNC, I did not have any connections with the University," said Warner. Working with a group of students with a common interest in public service through SLI enabled me to form a community of friends which



eased my transition into college."

SLI also made a lasting impression on Warner, so much so that he returned to SLI in a leadership role the following year. During his sophomore year, he served as an SLI site leader, guiding a group of first-year students through their SLI experience. In that role, Warner went back to the ArtsCenter to do service work and again

dedicated time to the Orange County Rape Crisis Center and Central Elementary School in Hillsborough, N.C

"SLI helped me continue performing public service, but in a new community," Warner said. "SLI was a great way for me to find my service path at Carolina."

SERVICE-LEARNING INTERNSHIPS

Since 1995, 459 students have participated in service-learning internships at 132 nonprofit organizations, completing 118,150 service hours.

APPLES Service-Learning Internships are unique, challenging experiences in service during the spring semester or summer break. Students intern at a variety of nonprofit and government organizations. Interns provide substantive contributions to their partner organizations while receiving stipends and earning academic credit through the School of Social Work or an independent study. Internship stipends are jointly funded by the partner and APPLES, allowing organizations with limited resources to have access to some of Carolina’s brightest students.

2010-2011 Partners

- A Helping Hand *
- Adolescent Pregnancy Prevention Campaign of North Carolina
- American Red Cross *
- The Arc of Orange County
- Boomerang
- BounceBack Kids *
- Carolina Friends School
- Campus Y
- Carolina for Kibera
- Carolina Women’s Center
- Chatham County Together!
- Church World Service Refugee Resettlement
- Dress for Success

Internships

	Spring	Summer	Totals
Student Applicants	80	98	178
Interns	22	28	50
Community Partners	17	24	41
Interns' Hours	3,150	8,360	12,510

- Durham Arts Council
- El Centro Hispano
- Genesis Home *
- Institute of African American Research
- Marbles Kids Museum *
- Micro Consulting for North Carolina
- North Carolina Botanical Garden *
- North Carolina Health Careers Access Program
- PACE Academy
- Piedmont Wildlife Center *
- Shakori Hills
- Shodor Foundation
- Southern Coalition for Social Justice
- StepUp Ministries
- Student Action with Farmworkers
- Student U
- The Women’s Center

* spring and summer internship partners



“Through the APPLES program, A Helping Hand has consistently interfaced with highly qualified and highly motivated students. Through this partnership, our organization is able to carry out our very necessary mission of assisting seniors in need, and at the same time, we are able to mentor young people—providing enriching and growth filled opportunities – so that they can be successful in their college careers and in their future. We are very proud to be in partnership with the APPLES program.”

—Marcia Wilson, director of human resources, A Helping Hand

SPOTLIGHT

Service-Learning internship blends work experience with public service

In today’s competitive job market, it’s more advantageous than ever for students to gain internship experience related to their majors before graduating. The APPLES Service-Learning program offers an internship program that enables students interested in public service a way to combine that interest with gaining practical work experience. It was through this program that Kelley Sousa ’13 helped define her future career plans and work with the community in the process.

Sousa worked with the North Carolina Health Careers Access Program (NC-HCAP) serving as the summer communications intern. “I hoped the experience would be one in which I could build relationships, make connections and feel like I really made a difference,” explained Sousa. “Working with NC-HCAP did everything I wanted and more.”

NC-HCAP is an organization that prides itself on increasing interest in health careers



among individuals from diverse backgrounds. They sponsor hands-on programs and activities and also provide students with opportunities to improve their competitiveness for admission to health professional schools.

Sousa, who studies public relations, was responsible for updating NC-HCAP’s various social media sites, producing and distributing newsletters



and documenting the stories of those involved in the organization’s programs and events. “I felt as if I really was a

part of the NC-HCAP team,” she said. “I could see my work in tangible form.”

The internship also helped Sousa immerse herself into the cause that NC-HCAP supports. “I care about the program, the students, the issues surrounding the diversity of our workforce and the disparities within our health care system,” she explained.

But perhaps most importantly, Sousa’s nonprofit experience helped solidify her interest in public service. “This internship was a testament to whether nonprofits are still a desirable career path ... I am reassured of my career choice.”

Her experience was refined through and enhanced by her independent study course, advised by Napoleon Byars, School of Journalism and Mass Communication associate professor and associate dean for

undergraduate studies. Byars worked alongside Sousa to help her apply her internship experience to her university studies. “I valued those conversations greatly,” Sousa said. “His insight was incredibly beneficial as he helped me see how this internship would extend far beyond the summer.”

For Sousa and other APPLES service-learning interns, this unique opportunity offered exactly what was needed - hands-on work experience coupled with public service that helps students grow as community leaders.

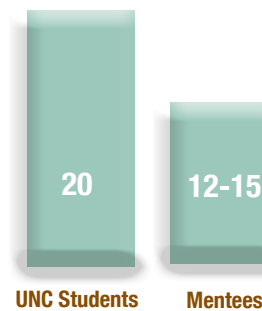


SMART MENTORING & PHILANTHROPY COURSES

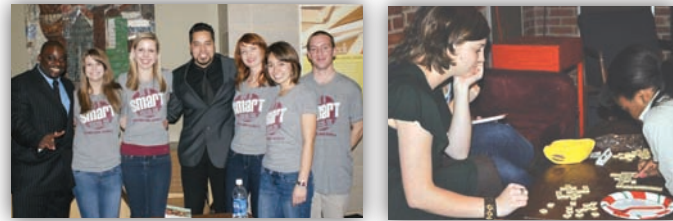


SMART Mentoring is a unique collaboration between academic departments and community organizations.

Students involved in 2010-2011 class



Started in the fall of 2010, **SMART Mentoring** involves direct mentoring to local middle-school youth by Carolina undergraduate students. The program focuses on serving at-risk students from low-income communities in Orange County and aims to create meaningful experiences with their college mentors. Each academic year, SMART selects students to participate as mentors and enroll in affiliated courses that ground their mentoring experience. SMART partners with Volunteers for Youth and Orange County Family Resource Centers who provide expertise and help support the mentorships. The State Farm Youth Advisory Board was instrumental in building SMART through an initial \$80,100 grant.



As I mentor, I get to inspire kids to take advantage of school and show them that they have the key to their academic success. The choices they make from here on out determine how many doors they will get to open in life. I just want to be that voice inside their head that pushes them to be the best that they can be... and to one day turn back around and do the same for someone else. We all have the power to make a difference in someone's life, and I'm so thankful that I've had this opportunity to be a mentor. It's the most rewarding experience of my life and I encourage everyone to be a mentor to a child.

-Nicolette Ash '12



Philanthropy Course

What began as a Public Service Scholars training opportunity in 2003 with a grant from Helen's Fund, offered through the Fund for Southern Communities, has become a three credit-hour course offering a unique opportunity for students to learn about and participate in philanthropy. **Philanthropy as a Tool for Social Change** is offered through the department of Health Behavior and Health Education. Supported by The Sunshine Lady Foundation's Learning By Giving Program, students learn about and experience the process of awarding grants to local community organizations. Throughout the course, students function as a committee and are responsible for researching the needs of North Carolina communities, designing grant award criteria, drafting and distributing a request for proposals, reviewing submissions and awarding grants totaling \$10,000 to select community organizations. In addition to implementing and overseeing the grant making process, students learn about the nonprofit sector and the philosophy and practice of philanthropy through readings, class exercises and guest speakers.

Fifteen students, representing 14 departments participated in the spring 2011 class and formed the REACT-NC (Realizing Empowerment Among our Communities Today) committee. Focusing on food security, economic development and education, they awarded three grants to:

- * Community Empowerment Fund, Chapel Hill, N.C. Train the Trainer for Savings Program workshops
- * Crayons2Calculators, Durham, N.C. Innovation 4 Motion – Durham Public Schools intersession program
- * Rogers Eubanks Neighborhood Association, Chapel Hill, N.C. The Basics: Our Environment and Ourselves – children's summer enrichment program



A few Tar Heels would like to express our sincere gratitude for giving us the opportunity to participate in a classroom experience unparalleled to any other. The fifteen of us began this semester coming from diverse backgrounds with varying exposures to philanthropic giving. Through our Learning by Giving course at UNC-Chapel Hill, Philanthropy as a Tool for Social Change, we have learned incalculable lessons about ourselves and the potential we have as individuals to make a difference in our community.

-A letter sent by the class to the funder

SPOTLIGHT

Mentoring to make a difference

People choose to mentor for a variety of reasons. For some, it's to share knowledge or a life experience. For others, it's to prevent someone else from making mistakes they made. Still others seek to serve as the role model they never had. For



Nicolette Ash '13, it was the joy of positively impacting someone's life. That someone was Preshus Bynum, a bright, energetic and artistic middle-schooler Ash mentors through APPLES' SMART Mentoring program.

SMART links Carolina students who desire to help at-risk youth in Orange County. The program is coupled with year-long course work that teaches mentors about mental health issues they may encounter with their mentees and how to deal

with them. "The class focused on making students aware of the correlations between a person's mental health and socioeconomic status," explained Ash. "It also dealt with the familial and societal pressures people face and how they affect mental health," Ash explained.

With the support of Bynum's mother and teacher, Ash checked in regularly with Bynum to help her navigate through the difficult middle school years as well as help her identify and accomplish goals for her future.

A typical day together for the two usually involved notebook organization – one of the goals Bynum set for herself, Ash explained. "We worked to direct her energy to improve her grades and become more effective at organizing and studying," said Ash. The process was collaborative with the two working together toward goals –



an important part of their mentoring relationship.

Ash added that she felt Bynum was successful in reaching those goals. "Her teacher said [Bynum was] more committed to doing well [in school]." After their mentoring relationship began, Bynum's grades improved, which motivated her to work harder at accomplishing her other goals.

"Preshus' study skills significantly improved and she found herself making flashcards for every test," said Ash. "She realized that she relied less on her friends for help with homework because she was determined to truly try and not just take the easy way out."

Ash shared that her commitment to mentoring Bynum will not end when Bynum moves on to high school, nor will it end when Ash graduates from Carolina.

"I want to see her go through high school, and ultimately go to college," explained Ash.

As for her time with SMART, Ash added, "There are so many ways to get involved at UNC, but this is the best. You can really see the impact you have on a person's life."

Should Bynum eventually come to UNC, Ash said she hoped Bynum will pay it forward, and become a SMART mentor



herself. "She would do it on her own, I think," Ash explained. "That's how much SMART has meant to her, and how much it has changed her life."

BUCKLEY PUBLIC SERVICE SCHOLARS PROGRAM

The Buckley Public Service Scholars (BPSS) program supports and strengthens Carolina students' commitment to service, connects them to others who care about similar issues and guides them through training and course work that make their service more effective. Launched in 2003 as the Public Service Scholars program, BPSS provides a framework for undergraduate students who want to strengthen and maintain their commitment to serving communities throughout North Carolina, the nation and the world. Participants broaden their concept of public service and engagement to include organizational service, policy and advocacy work, fundraising and philanthropy, as well as social innovation and entrepreneurship. In 2010-2011, more than 2,200 students participated in the Buckley Public Service Scholars

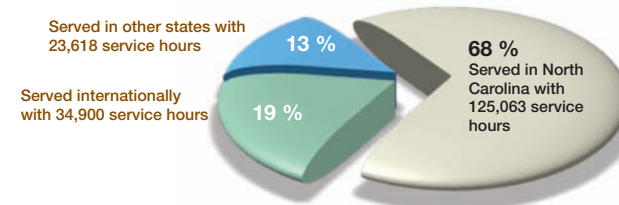
program, linking their academic experience to making a difference in the community.

The Buckley Public Service Scholars program is open to all full-time undergraduate students with at least four semesters remaining at Carolina. BPSS participants must:

- complete at least 300 hours of service,
- complete one service-learning course,
- attend four skills-training workshops, and
- maintain a minimum grade point average.

Participants who complete the program are honored at a special graduation event, receive official recognition on their academic transcripts and are honored in the University's graduation program.

During the 2010-2011 academic year, BPSS participants came from 89 of the 100 of North Carolina counties and 40 other states, plus the District of Columbia, and they represented 92 percent of all majors at Carolina.



Total service hours: 183,581. Estimated Value of Service- \$3,921,290*

Walter White Buckley Jr. Endowment

In April 2011, the Center announced the establishment of the Walter White Buckley Jr. Endowment to support the Public Service Scholars program, which is now the **Walter White Buckley Jr. Public Service Scholars program**. The endowment ensures this important program's future and honors public servant and entrepreneur Walter Buckley, from Bethlehem, Pa. Buckley's wife, Marjorie '62, and two of his children (Walter White Buckley III '82, and Alexandra Buckley Voris '00) are graduates of Carolina, and all serve their alma mater.

Since 2003, 4,373 Buckley Public Service Scholar participants have logged more than 743,875 hours of service, which translates to an estimated value of **\$15,889,170.***

*According to Independent Sector, the estimated dollar amount of volunteer time in 2010 was \$21.36 per hour.



SPOTLIGHT

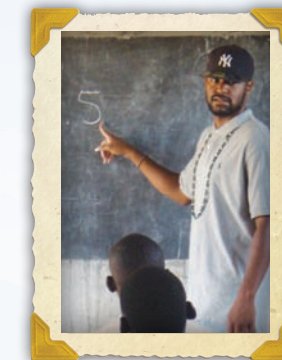
Buckley Public Service Scholar participant's work impacts career path

Sometimes one small experience can open your eyes and help define your future. When Jeffrey Veale Jr. '12 graduates in May, his memories of public service and working with nonprofits through the Buckley Public Service Scholars (BPSS) program will be among his fondest – ultimately directing his career path. “Some people do not get to see the benefit or understand the impact of what they are doing through service. The BPSS program helped me to be fully immersed in my experiences,” Veale said.

Since enrolling in BPSS as a first-year student, Veale has been involved in an impressive combination of programs touching on varying dimensions of service, and for him, BPSS helped him value his service work. The synergy among these experiences has helped him mature as a person and develop a passion for helping others. That passion, he said, will continue as he pursues a career in education – something the program helped him realize.

—Natalie Sutton '11

Veale's commitment to serving others has been evident throughout his years at Carolina. From working with the Minority Student Recruitment Committee, leading a team of resident advisors and attending conferences across the country on social justice issues, to his current role as a campus



campaign coordinator for Teach For America, Veale's belief in the value of public service is palpable. As a campus campaign coordinator, he is responsible for helping increase awareness about educational inequity and recruiting top students, regardless of major, to commit to teaching for two years in low-income communities. “It's striking,” said Veale. “The average SAT score for Chapel Hill-Carrboro City Schools is 1,182 out of 1,600, but in my hometown district, Bertie County Public Schools in

N.C., it's 797. Ninety percent of Chapel Hill-Carrboro students graduate from high school, but back home it's only 55 percent. This disparity is mind-blowing and fuels me. I believe that all students, regardless of their zip code, should receive an excellent education.”

For all of Veale's dedication, perhaps the most inspiring work was his time spent in Uganda during the summer of 2011. Interning through the Campus Y with Advocates for Grassroots Development in Uganda (AGRADU), Veale spent two months teaching fourth and fifth-grade math in an orphanage. “It's amazing,” Veale explained. “It's like you're the CEO of your classroom. You are the one responsible for your students' successes and failures, and you have to make sure your business plan is tight.” The experience solidified his desire for a career in education.

Through participating in service on local, national and international levels, Veale believes there is power in service work and is glad that through the Buckley Public Service Scholars program, Carolina is committed to community engagement. “This type of involvement allows you to identify the things you really enjoy and truly make a difference,” said Veale.

This sentiment is best summed up in one of Veale's favorite quotes, coined by Mohandas Gandhi, “The best way to find yourself is to lose yourself in the service of others.” And that is exactly what Veale has done and will continue to do in his newest endeavor. After graduating in May 2012, he will join Teach For America as a corps member in Memphis, Tenn.



OUTWARD BOUND SCHOLARSHIPS



Since 1999, the Carolina Center for Public Service has awarded 12 to 15 full-tuition scholarships annually to the **North Carolina Outward Bound School** (NCOBS). The Center's Thomas James Endowment Fund marked its first year of funding for Outward Bound in 2011. The fund is named in honor of longtime North Carolina Outward Bound Board member and former dean of the UNC School of Education, Tom James. In addition to the Center's scholarships, CCPS awards an additional annual scholarship on behalf of the North Carolina Outward Bound School in honor of Eve Carson, former student body president.

Students in the Carolina Leadership Development and North Carolina Teaching Fellows programs, as well as participants in the Buckley Public Service Scholars program, receive scholarships. Students participate in a 28-day course, developing practical outdoor skills and working as a team as they undertake progressively more challenging experiences during this wilderness experience. After returning to Carolina, participants reflect on lessons learned while on course and how that experience affects their public service through the Four Pillars of Outward Bound: physical fitness, craftsmanship, self-reliance and compassion.

“
Outward Bound showed me that I've always had the tools to be the person I wanted to be.
~Tiffany Ezuma '13



Twelve Outward Bound participants came from a wide variety of departments across campus

- | | |
|---------------------------------------------------------|---------------------------------------------------------------------|
| • Sarah Barger '14
Psychology | • Pierre Lourens '14
English |
| • Abby Bouchon '13*
Biology | • Graham Pitt '12
Business |
| • Sean Crisco '13
Political Science/PWAD | • Luis Rios '14
Elementary Education and
Hispanic Linguistics |
| • Tiffany Ezuma '13
Political Science and
English | • Sara Skelton '13
International Studies |
| • Logan Groves '14
Pre-Public Health | • Elyse Will '13
Environmental Sciences |
| • Marisa Lee '12
Elementary Education | |
| • Edgar Lopez '14
Public Policy | |

** Recipient of Eve Carson scholarship*



SPOTLIGHT

Experiencing Outward Bound—in her own words

By Tiffany Ezuma

When I joined the Buckley Public Service Scholars program last year, I was immediately attracted to the North Carolina Outward Bound scholarship offered to undergraduates. To this day I do not know why this trip caught my eye, but I knew that I wanted to apply for it. I did not think I would actually receive the scholarship when I applied in February, but lo and behold I did. When I told my friends and family that I would embark on a 28-day camping trip they were absolutely dumbfounded. I had never camped, hiked, backpacked, canoed or rock climbed before— simply put, I was not an outdoorsy girl and this was out of my element. The closer the trip got, the more scared I got. I was prepared for the trip in terms of having the correct equipment, but I was nowhere near mentally or emotionally prepared. I remember fear seizing my heart at the airport where our crew first met. I did not want to go.

Somehow, I managed to not run out of the airport right then and there. The first three days were excruciatingly slow



as we hiked and bush-pushed up Ivester Ridge, a steep ridge of blackberry brambles and bee hives. Pushing up that ridge, I thought we would die, but 14 hours later we made it out alive. I remember being barely able to move, breathe or think straight, but I knew that my crew and I had just accomplished something truly glorious, and it was only day three. At that moment I promised myself that I would try my best for as long as I was able, and hopefully I would make it to the end.

Early in the trip, I thought Outward Bound was something that I could bear alone. I tried to ignore my body and keep pace with the others even though I could not keep up. I tried to ignore the fact that I was scared of canoeing since I could not swim. I tried to ignore the fact that I did not believe I belonged there.

But after eight days of holding

all my emotions in, I broke down and confessed my true feelings to my team. I thought they would be upset with me or want me to leave, but no one was like that. Instead, I found myself opening up to a group of people who had the same concerns as me and understood what I was going through. It was at that point that I realized Outward Bound was something we would do together, not individually.

I cannot say the rest of the trip was easy, but I can say it was a lot more fun and rewarding. I never knew that I could open up to a group of strangers and have them support me fully. By the end of the trip we were not strangers. We were a family.



FACULTY ENGAGED SCHOLARS PROGRAM

Three classes of Faculty Engaged Scholars represent a wide range of academic departments across campus. Scholars engage in interdisciplinary projects ranging from community newspapers to domestic violence intervention to youth literacy programs.

Established in 2007, the **Faculty Engaged Scholars (FES) program** recognizes and advances faculty involvement in engaged scholarship, focusing research on relevant issues in the community. Program participants are selected through a competitive process and spend two years learning about and pursuing community engagement through scholarly endeavors. Dr. Ronald Strauss serves as faculty director and Mrs. Lucille Webb as community director.

The goals of the Faculty Engaged Scholars program are to:

- Recognize and reward faculty involved in engaged scholarship,
- Create and sustain a community of engaged scholars from diverse perspectives,
- Promote interdisciplinary engaged scholarship, and
- Continue to build UNC-Chapel Hill as an institution committed to and demonstrating strong university-community relationships.

Class II • 2009-2010 (Calendar Years)

- Diane Berry – Nursing
- Karen Erickson – Allied Health Sciences
- Suzanne Gullede – Education
- Rebecca Macy – Social Work
- Charles Price – Anthropology
- Andrew Reynolds – Political Science
- Sohini Sengupta – Social Medicine

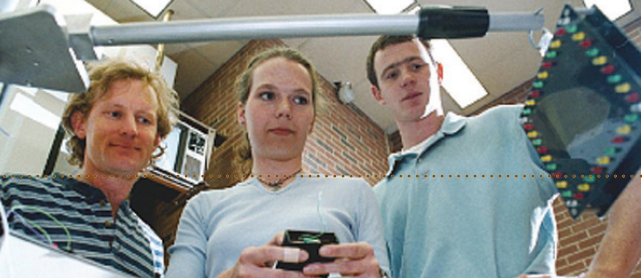
Class III • 2010-2012 (Academic Year)

- Harriet Able – Education
- Betsy Crais – Allied Health Sciences
- Patricia Garrett-Peters – Psychology
- Richard Goldberg – Biomedical Engineering
- Malinda Maynor Lowery – History
- Ashley Lucas – Dramatic Art
- Laurie Maffly-Kipp – Religious Studies
- Della Pollock – Communication Studies

Across three classes of FES participants, 17 UNC departments are represented.

DEPARTMENTS REPRESENTED

- ▶ Allied Health Sciences
- ▶ Anthropology
- ▶ Biomedical Engineering
- ▶ City and Regional Planning
- ▶ Communication Studies
- ▶ Computer Science
- ▶ Dramatic Art
- ▶ Education
- ▶ History
- ▶ Journalism and Mass Communication
- ▶ Medicine
- ▶ Nursing
- ▶ Psychology
- ▶ Religious Studies
- ▶ Social Work
- ▶ Political Science
- ▶ Public Health



SPOTLIGHT



Passion for engaged scholarship drives Faculty Engaged Scholar

For Karen Erickson, David E. and Dolores (Dee) Yoder Distinguished Professor of Literacy and Disability Studies in the department of Allied Health and director of UNC's Center for Literacy and Disability Studies, years of engaged research have paid off. And while she is first and foremost a special education teacher whose research is focused on teaching children with significant disabilities, her work has evolved to include effective interventions for literacy education for children of all ability levels throughout the world.

Erickson learned of the Faculty Engaged Scholars (FES) program

through Gary Bishop, professor of computer science who was in the program's inaugural class. "Gary and I developed Tar Heel Reader to meet the needs of beginning readers with significant disabilities of all ages. We knew that typically developing readers have access to thousands of books, but learners with physical disabilities can't hold regular books and older beginning readers aren't interested in books read by typical 5 and 6-year-olds," Erickson said.

Tar Heel Reader launched in 2008 using a simple process to create online books with limited text and photos from the photo-sharing site Flickr. Since then, it has become a vast library of more than 20,000 books, read nearly three million times, by people in more than 160 countries around the world.

After being selected for Class II of the FES program, Erickson furthered her engaged scholarship, implementing a project at an elementary school in Durham Public Schools and then another in northern Orange County. What started as a small, school-based project transformed into a district-wide initiative that is improving the literacy skills of

“Participating in the Faculty Engaged Scholars program gave me a language to use in describing the scholarship that has been integral to my career. It has also been invaluable in helping me connect with colleagues across campus and throughout North Carolina who value research that comes from and is sustained by the community.”

-Karen Erickson

children who struggle to read.

In November 2008, Erickson implemented Jim Cunningham's Whole-to-Part reading model in grades three to five in Orange County's Efland-Cheeks Elementary School and after 10 weeks of daily

intervention, students made more than a year of growth. "Before I knew it, school district administrators decided to make this intervention available to every third through eighth-grade student who needed it," Erickson said. Since the 2009 – 2010 school year, Orange County students have benefitted from Erickson's tireless efforts and today, more than 1,000 students are being served by school staff specially trained as interventionists. "I worked with staff from across the district



for two years developing and implementing the program. After two short years, they own it, and sustain it without me. It is engagement at its best," Erickson explained.

Throughout this project, Erickson, a reflective practitioner with a commitment to aligning research and practical classroom application, engaged research assistants to help close the

achievement gap for students. And collaborative in nature, Erickson's work is supported in part by the UNC School of Medicine, representing the true mission of Carolina as a research University serving the people of North Carolina.

Karen Erickson's dedication to her work, combined with a passion for helping children, exemplifies the value of engaged scholarship. In her own words, the Faculty Engaged Scholars program has strengthened her ability to do exactly that. "Participating in the Faculty Engaged Scholars program gave me a language to use in describing the scholarship that has been integral to my career. It has also been invaluable in helping me connect with colleagues across campus and throughout North Carolina who value research that comes from and is sustained by the community."



CAMPUS PROGRAMS

PUBLIC SERVICE AWARDS

The Carolina Center for Public Service honors individual students, faculty, staff and University units and organizations for extraordinary and exemplary efforts through annual awards. These awards include the Ned Brooks Award for Public Service, the Office of the Provost Engaged Scholarship Award, and the Robert E. Bryan Public Service Award.

The Center also coordinates the UNC submissions for the Davis Projects for Peace Award, which provides \$10,000 to implement a grassroots summer program, and the Ronald W. Hyatt Rotary Public Service Award, given in support of innovative public service projects that exemplify the Rotary International motto, "Service above Self" and awards up to \$3,000 to implement a community-based project. In addition, the APPLES Service-Learning program presents annual awards for outstanding work in service-learning pedagogy and practice.



AWARDS RECIPIENTS

► **Ned Brooks Award for Public Service** recognizes a faculty or staff member of the UNC-Chapel Hill community who, throughout his/her career has, in a collaborative and sustained manner, made a difference in the larger community.

Alice Ammerman
Professor of Nutrition, Gillings School of Global Public Health Director, UNC Center for Health Promotion and Disease Prevention

► **Office of the Provost Engaged Scholarship Award** recognizes university units for exemplary engaged scholarship in service to the state of North Carolina.

School of Government
Community-Campus Partnership

Honors Program
Moral Challenge of Poverty and the Ethics of Service initiative

► **Robert E. Bryan Public Service Award** recognizes individuals who, as representatives of UNC-Chapel Hill, have demonstrated outstanding engagement and service to the state of North Carolina.

Jason Jolley
Senior Research Director, Kenan Institute, Kenan-Flagler Business School
Chatham County economic development strategic planning

Tucker LaPrade '12
Graduate Student, English, College of Arts and Sciences
English 101 APPLES Service-Learning class with Eno River State Park

Laura Linnan
Associate Professor, Health Behavior and Health Education, Gillings School of Global Public Health
WAY to Health

Claire Lorch
Community Outreach Coordinator, North Carolina Botanical Garden
Carolina Campus Community Garden

Lisa Pelehach '12
Psychology and Sociology, College of Arts and Sciences
SMART Mentoring program

Lynne Vernon-Feagans
William C. Friday Distinguished Professor, School of Education
Targeted Reading Intervention Project

► Davis Projects for Peace

Yu Zhou '13
Gillings School of Global Public Health
Young Scholars International

► Ronald W. Hyatt Rotary Public Service Award

Engineers Without Borders
Gillings School of Global Public Health
Sustainable Sanitation in Ciudad de Dios

► APPLES Service-Learning Awards

Community Partner Excellence Award
North Carolina Botanical Garden

Service-Learning Award in honor of Ned Brooks
Ron Strauss
Executive Vice Provost and Chief International Officer

Teaching Excellence Award
Della Pollock
Professor, Communication Studies

Undergraduate Service-Learning Excellence Award
Lauren Brown '11
2010 Social Entrepreneur Fellow



“
I feel very fortunate to be part of a university that values engaged scholarship and celebrates the work of students, staff and faculty who are serious about contributing new knowledge, developing reliable metrics and designing studies in collaboration with the intended beneficiaries of these programs. I am also very grateful for the wonderful community partners who collaborated on all aspects of these public health research projects; and the amazing staff and faculty colleagues, as well as the many students who have contributed to the research we have done in worksites, beauty salons, barbershops, community colleges and other settings around the state.
”

-Laura Linnan

CAMPUS PROGRAMS

“

The Campus Dialogue on Engagement has become an important annual opportunity for a broad cross-section of Carolina to meet and discuss issues around engaged scholarship. Faculty, staff and students come together in that meeting to support one another and to continue the University's long tradition of engagement with the real problems confronting North Carolina. The Carolina Center for Public Service has done an excellent job of planning, coordinating and implementing the results of each dialogue. It has become an important and wonderful tradition.

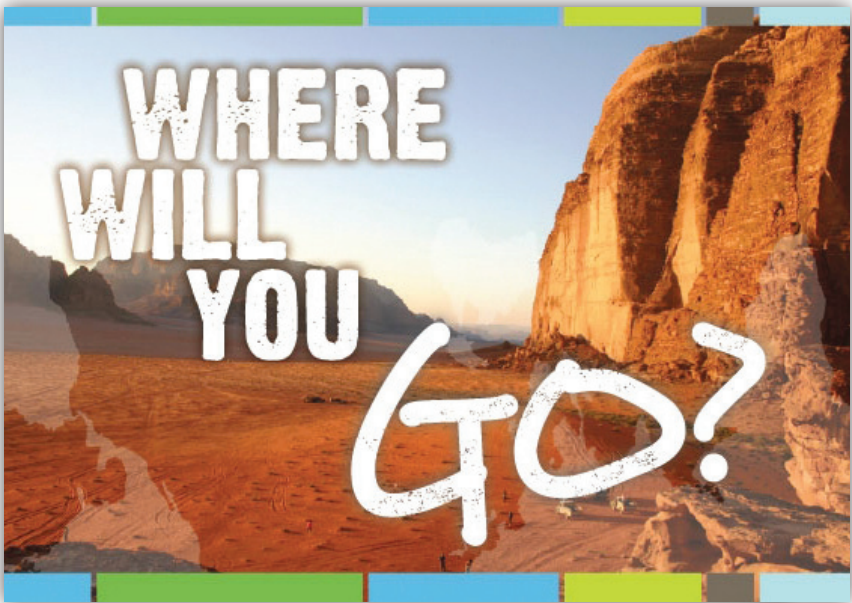
~Mike Smith,
dean of the
School of Government

”

CAMPUS DIALOGUE ON ENGAGEMENT

Each year, the Carolina Center for Public Service sponsors the Campus Dialogue on Engagement, a forum that brings together the campus community to discuss and explore ways Carolina can address issues relating to public service and engagement. On January 7, 2011 the fifth annual Campus Dialogue on Engagement was held in partnership with the Center for Faculty Excellence at the Friday Center with 81 individuals from 10 schools, including representation from 13 departments in the College of Arts and Sciences.

The half-day session focused on responding to hard times. Dean of the School of Government, Mike Smith, opened the meeting with an overview of the topic and introduced panelists, Alice Ammerman, Suzanne Gulledge, Will Lambe and Jim LeLoudis, who shared their perspectives on how a research university supports engagement and engaged scholarship during challenging times. The presenters offered a diverse array of strategies and recommendations on how to respond to communities across the state and help them move forward, despite economic difficulties. Main themes focused on meeting basic needs through innovation and removing barriers to partnerships.



GO! GLOBAL ORIENTATION

The Carolina Center for Public Service, along with the Campus Y and the Center for Global Initiatives, hosted UNC's third annual GO! Global Orientation on Culture and Ethics last April to help undergraduate students evaluate expectations, anticipate cultural and ethical challenges, and develop intercultural competencies. Over 130 students gathered to prepare for their summer global engagement experiences as well as network with others traveling to similar areas of the world.



“

GO! allows Carolina students to maximize their experience abroad. Workshops on cross-cultural engagement provide insights that can be applied directly to ethical and cultural challenges. This awareness changes summer travel into enriching connectivity.

~Brendan Yorke '13

”



SPOTLIGHT

Alice Ammerman honored with Ned Brooks Award for Public Service

When looking at the scope of what Carolina faculty do in the name of public service and engagement, it is not hard to find one outstanding example after another. So it is fitting that the Ned Brooks Award for Public Service honors the contributions and values of Brooks, who has served the University since 1972, making significant contributions to the university's mission of service and engagement. In 2011, Alice Ammerman, Dr.P.H., professor of nutrition and director of the UNC Center for Health Promotion and Disease Prevention, received the Ned Brooks Award for Public Service for her outstanding work.

Ammerman has been a part of UNC for more than 30 years as a student and faculty member. After obtaining her doctorate in Nutrition from UNC, she was appointed as an assistant professor in Nutrition in 1991 and moved up in rank until her appointment as full professor in 2006. In 2004, Ammerman was appointed director of the

Center for Health Promotion and Disease Prevention. She has a distinguished and sustained record of service to UNC and the larger community as a statewide leader, an innovator and a practical thinker who approaches nutrition-related problems from a creative perspective. Her expertise is in the development and testing of interventions to improve nutrition and reduce risk for chronic diseases; increasing access to nutritious, locally grown foods; research translation and dissemination; and improving school nutrition policy.

"I very much appreciate receiving this award," Ammerman said. "I take a particular interest in reaching those most at risk for chronic diseases and underserved populations because too often they go unrecognized."

Among Ammerman's many engaged efforts is her work with

Harvest of Hope (H of H), a church garden project that is planning to use land in Warren County, N.C. as a small farm incubator. Through the farm, farmers transitioning out of tobacco cultivation will receive economic development training while others are trained as new farmers.

Ammerman has also dedicated time to Heart Healthy Lenoir-UNC Center to Reduce Cardiovascular Disease Disparities. This project combines three research studies focused on reducing heart disease in Lenoir County, N.C. by using a community-based participatory research approach. Dr. Ammerman is the co-principal investigator of this NIH-funded study.

Ammerman's ability to create lasting and collaborative relationships has resulted in broad service to the community, and her community-based participatory research is developed in partnership with community members to meet their specific needs. This collaborative nature manifests in all Ammerman does, allowing her to be highly accessible, never turning anyone away,



meeting with and mentoring students, postdocs and junior faculty members in Public Health, Social Work, Journalism and Mass Communication, Business, Government and Medicine. Her success with community interventions is built on her ability to develop relationships with community members, recognizing them as experts in their own communities.

"The strength of multidisciplinary training is bringing students together to partner with community members, policy makers and researchers around common issues to develop interventions," Ammerman said.

It is this collegial nature

that drives Ammerman to continually expand her network of collaborators, always looking for ways to learn from others and benefit from their knowledge and experience. She recognizes that wisdom can come from a college freshman as well as a graduate student, tenured faculty member or community partner. And while her work has been recognized as making a difference, some would argue that Ammerman's efforts transcend the award platform. At a recent Gillings School of Global Public Health event, Ammerman's work was described as "a movement, not just a project."

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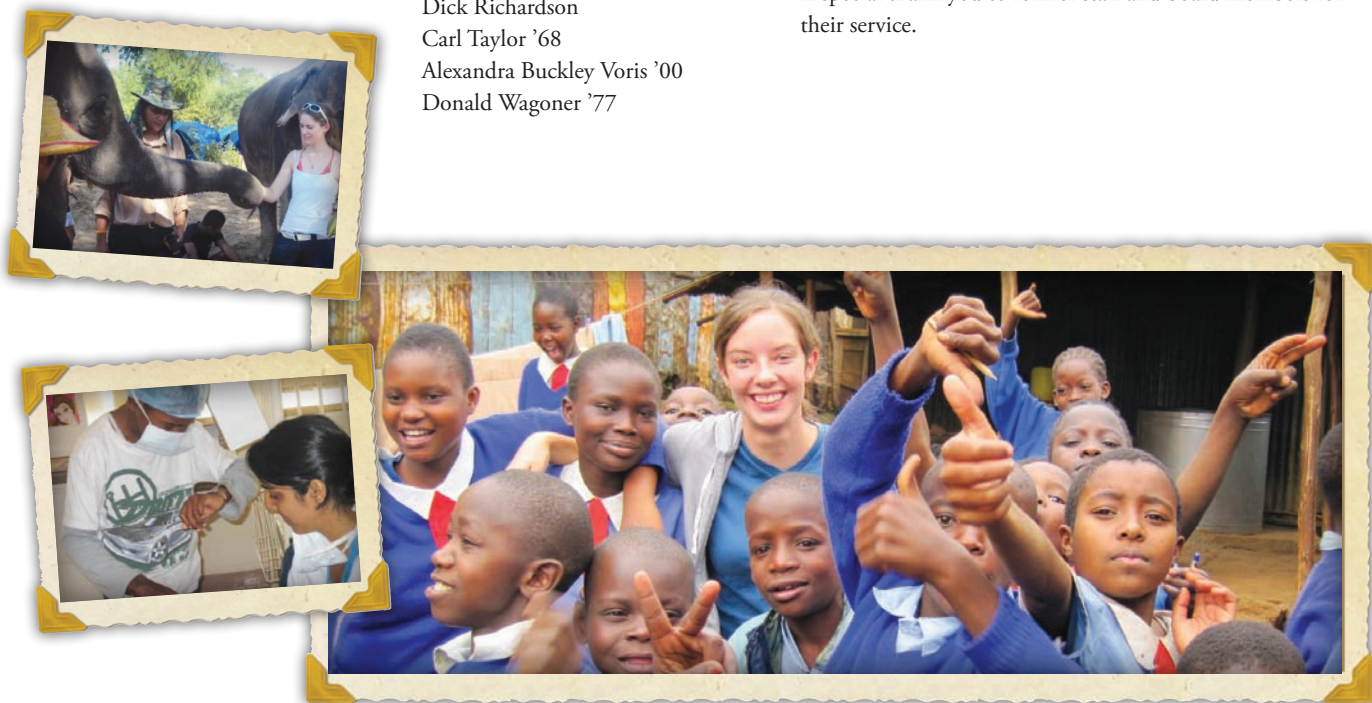
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- Dane Emmerling
- Amy Gorely '94, '99*
- Eileen Hannan '97, '03*
- Jenny Huq
- Leslie Parkins
- Amy Schaich*
- Sarah Smith '10

Student Staff

- Zach Alexander '14
- Ron Bilbao '10*
- Malia Melvin '12
- Brandon Prince '11*
- Megan Ratcliffe '11*

* A special thank you to former staff and board members for their service.



YEAR IN REVIEW

July 2010



During the summer, 23 fellows implemented meaningful, community-based projects world-wide.

August 2010



Service-Learning Initiative celebrated nine years of connecting first-year students with communities.

September 2010



During the fall semester, 53 service-learning courses engaged 1,034 students with more than 100 community organizations.

October 2010



APPLES celebrated its 20th anniversary.

November 2010



Community organizations selected 22 APPLES spring interns.

December 2010



Class II of Faculty Engaged Scholars completed the program.

January 2011



Fifth annual Campus Dialogue on Engagement held.

February 2011



SMART Mentoring hosted *The Freedom Writers* on campus after program participants viewed *The Freedom Writers* movie.

March 2011



More than 60 students went on alternative spring break experiences to communities throughout the East Coast.

April 2011



Public Service Awards and Showcase recognized service and engagement across campus.

May 2011



Public Service Scholars program graduated 194 scholars as part of its seventh class.

June 2011



During the summer, 12 Outward Bound participants engaged in a 28-day course.



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